



香港大學

THE UNIVERSITY OF HONG KONG

The semester and year that the course is expected to be offered as a CI-Badged Course

## Communication-intensive Course (CI Course) Certification Form

Course Code	Course Title	Course Coordinator	Expected Offering Year & Semester	Badging Type	
RECO1019	Studio 2 – Land and Real Estate Markets	Dr. KOH Tas Yong	Sem 2, 2023-24	<input checked="" type="checkbox"/>	New Course
				<input type="checkbox"/>	Renewal

**Communication ‘Literacies’** - In which literacy areas do students on the course develop and demonstrate communication-related *knowledge* (understanding of communication as it relates to human interaction), *skills* (skills in communicating effectively with others, using language and/or other means) and *attributes* (the attributes of effective communicators)? Please select at least two and put a tick (✓) in the boxes.

✓	<b>Oral literacy:</b> The ability to communicate through spoken texts that are constructed with the appropriate content, structure and language features, fit for their intended academic, social or professional purpose and audience.
✓	<b>Written literacy:</b> The ability to communicate through written texts that are constructed with the appropriate content, structure and language features, fit for their intended academic, social or professional purpose and audience.
✓	<b>Visual literacy:</b> The ability to communicate in speech and writing (e.g., posters, 3-D printed objects, stage performances).
	<b>Digital literacy:</b> The ability to use appropriate information and communication technologies to find, evaluate, create, and communicate information in speech and writing (e.g., wikis, websites, virtual reality projects).

Ensure that each selected literacy is explicitly taught and assessed in the course.

**Course Learning Outcomes** – Please list the course learning outcome(s) that relate explicitly to students’ learning of communication-related knowledge, skills and attributes. The following are examples from four different courses:

*Students will be able to...*

Oral literacy: Apply the basic principle of solution-focused interviewing and counselling and demonstrate interviewing and counselling skills in authentic cases.

Written/visual literacy: Conduct an in-depth scientific literature review on a key regional geological issue and present the findings through visuals (e.g., graphs/charts) and an engaging, comprehensive online written format.

Oral/written literacy: Generate and refine designs into detailed engineering specifications and be able to effectively communicate and defend the project status and technical material in both oral and written forms.

Oral/written/digital literacy: Create design documents and present these through a formal presentation, ‘bibles’ and other pertinent technical documents and present these through a formal presentation.

Copy and paste from your course outline and modifying to clearly show communication literacies.

Students will be able to:

Oral literacy: Apply the basic principle of problem-based learning with problem-solving skills by presenting ideas to other students and teaching staff (called *facilitator*) in weekly Studio meetings. Students are also able to apply and practice negotiation skills among their studio group members in arriving at the group’s proposed solution to the problem posed.

Written/visual literacy: Conduct an in-depth background study on various issues pertaining to the real estate and land markets and to present the findings through written documents (e.g. written reports) and visuals (e.g., tables and graphs, geographical location diagrams, outline zoning plans, pictures).

Oral/written literacy: Articulate their ideas on proposed problem solution through presentation in the presence of their teammates, other students and the facilitator by creating presentation materials that include e.g. graphic images, infographic or short video clip.

Please only include the CiC related assessments. Indicate the percentage in brackets and include a brief description of each CiC related assessment.

assessment(s).

communication-rich assessment task(s) that measure the communication-related skills. Indicate what proportion of the course grade is allocated to performance on the

## RECO1019 Studio 2 will compose of the following assessable components:

### 1. Continuous Assessment (40% of the course total mark)

Studio 2 is conducted in student-led small-group meetings environment. A facilitator (i.e. the teaching staff) sits in the weekly meeting and observes students' performance in the meeting. The facilitator also guides, moderates and advises the student group in their discussion thereby creating an interactive and collaborative discussion environment. Students' performance is gauged by assessing their articulation of views and their level (and quality) of participation in the meeting along with their written and visual outputs. This assessment is conducted by the facilitator in a continuous basis throughout the weeks of meetings.

### 2. Written Assignment (50% of the course total mark)

Written reports are usually required to detail and explain the real estate market situation and a land development option the students have decided to propose.

### 3. Oral Presentation (10% of the course total mark)

A final presentation is made by the students to the facilitator and other students in the course to explain the rationale of their arguments made in the written report described above. A presentation is usually assessed on the basis of both the presentation made by the students and their ability to respond to questions raised by the facilitator and other students.

Please refer to sample **CiC Syllabus Statements** to complete this section. After badging approval, this section will appear in your course syllabus and read by students.

## What communication knowledge and skills will students learn in this course?

In this course, students will learn about the importance of making oral presentation of their views in a sensible and logical way to their peers and teaching staff during the weekly discussions. They will learn the inter-personal skills of communication with their group members in both of their officially scheduled studio meetings and their own after-class meetings and in coordinating among themselves in terms of division of labour and peer-assisted learning activities. In addition, students will learn to compose professional reports pertaining to real estate and land markets, and land development issues in terms of format, professionalism, structure of arguments as well as presentation format of such written reports. More importantly, students will also be able to learn various graphic presentation skills including presentation software, graphic drafting software and video editing and presentation software.

Specific communication skills that the students will learn in this course include active listening, providing clarity and conciseness, respect, open-mindedness, contextual communication, providing constructive feedback, and effective written communication skills. These skills will be learnt through active participation in the course activities and presentation.

The answers to these questions will appear in the CiC Badge. The CiC Badge must be included in the course outline to inform students that they are taking a CiC Course.

## How will students learn these? Describe (1) the teaching and learning activities in your course that teach the communication knowledge and skills, (2) practice activities in your course and (3) opportunities for formative feedback

RECO1019 Studio 2 is a course for Year 1 students. One of the learning objectives of the course is for the students to be able to justify their own solution and communicate it to others effectively. The course adopts problem-based learning as the primary pedagogy – many skills envisioned in the course such as thinking, learning, teamworking, communication and time management are best acquired not through passively listening and remembering but through engaging with ill-structured or open-ended problems. The role of teachers in this course, which are called “facilitators”, is to support this learning process by stretching students' thinking through encouragement (e.g. when students lack confidence) and interference (e.g. when students are complacent or astray). Facilitators can give minimal guidance as necessary (e.g. by posing questions or providing additional learning resources) but should never solve the problem for students.

The key aim of Studio 2 is for the students to undertake research-oriented study on their own initiative under the guidance from teaching staff (i.e. the facilitator) with the emphasis of engagement and active participation through intensive communication. The teaching staff provides a series of scenarios in a sequential manner that involve the explorations of issues and phenomena in real estate and land markets (RE&L). It provides a virtual environment for students to develop their understanding in the subject area by examining issues in various socio-economic aspects of RE&L markets. This pedagogical approach transforms real estate education from a conventional teacher-centric model to an interactive constructivist student-oriented multi-disciplinary problem-based learning mode. Students are required to conduct critical analyses, develop a deeper understanding of RE&L markets situations, and present their views convincingly in group discussions as assessment is tied to their abilities to demonstrate professional and communication skills in articulating their ideas in the context of the questions under study.

In order to set Studio 1 in an authentic context and enrich students' practical learning experience, a real-life property development project by a developer is drafted as a case study. The studio facilitator team designs problem scenarios with

respect to this case study under various hypothetical situations. Student learning groups work through the problem scenarios progressively every week in the semester to achieve the desired learning objectives. Interactions among students in the weekly studio meetings are crucial for a successful studio course. More importantly, in addition to formal studio meetings, students are expected to carry out their own meetings from which they learn to organise their work with their teammates in the absence of the facilitator as well as communicating with each other to achieve a consensus on their stance of various issues raised in the previous meetings so as to move forward to the next step with new information given in the coming meetings. In reaching the consensus, communication skills such as negotiation, respect, open-mindedness and contextual communication (with respect to specific ideas proposed by their group members) are learnt.

This first session serves as an ice-breaker between facilitator and students, as well as among the students themselves. Following this, students are then given the basic background of the important issues pertaining to their solving the RE&L development problem in the first meeting. The facilitator guides the students in the general direction of their own discussion, highlights and steers them towards the issues that the group has not considered that nevertheless need to be resolved in the next meeting. Before the next meeting, students are to carry out their own research to discover the relevance of these issues, debate among themselves, and bring their conclusion, problems or the reasons for a lack of consensus back to the small group meeting a week later.

Each session will usually be followed by a week (or two weeks) of progress meeting, and hence these interactive sessions will cover a total of at least eight weeks of student-led discussion sessions in one semester. This weekly momentum progresses when more discoveries and discussions leading to more issues to be researched on each week. Student groups work through two scenarios spanning a semester – scenario one before the Reading Week, and scenario two after that. There will be a presentation at the end of scenario two where student groups put forward their development ideas with regards to RE&L markets. In the presentation, groups are open for interrogation by rival group and the facilitator to defend their ideas. Through this process, students learn and practice communication skills such as providing clarity and conciseness, respect, contextual communication (e.g. based on a specific idea presented by a group), providing constructive feedback, and confidence. In presenting their ideas, students not only demonstrate oral and written literacy, they also invoke visual literacy as they have to pack in visually appealing presentation content materials as well as making use of some website/s to illustrate their ideas.

As can be seen here, a core element for a successful studio learning outcome is for the facilitator to be able to meet with the students on a weekly basis to assess and guide their progression in a highly interactive environment. The physical presence of all members of the group and the facilitator dominates the logistical and information-sharing environment not only dovetails with the learning pedagogy but also rides on the practice of essentially intensive communication.

**The answers to these questions will appear in the CiC Badge. The CiC Badge must be included in the course outline to inform students that they are taking a CiC Course.**

**What does a good communicator look like in this course?** – Please list the expected communication-related attributes you want your students to have after taking your course (e.g. confidence, openness to diverse perspectives and ways of learning, ability to respond to constructive criticism from peers and the teacher, developing interpersonal skills to collaborate with others to achieve a common goal, collaboration with peers, providing constructive feedback to peers, following the conventions of a genre, and having personal and academic integrity).

A good communicator in the Studio course should possess the following attributes:

- Articulate in making an argument or opinion verbally, graphically and in texts
- Ability to absorb, collate, organise and summarise the views presented by other students
- Ability to lead the discussion and to create an interactive and collaborative environment without dominating the dialogue
- Ability to defend one's stance while showing willingness to accept other perspectives
- Ability to argue with substantiated logic and reasoning

**Please attach the following documents with this certification form (tick included items):**

	Please tick below
Course Syllabus (track changes version)	✓
Course Schedule (please highlight the CIC components i.e. where and when in the course the students will acquire the specific knowledge, and develop the specific skills required of a good communicator)	✓
Assessment Tasks/Instructions and Rubrics	✓

**Submit all documents to the CIC committee ([cics@hku.hk](mailto:cics@hku.hk)).**

**Faculty of Architecture**  
**Department of Real Estate and Construction**  
**Course Planner for Academic Year 2022-23**

**Department of Real Estate and Construction**  
**Course Handout**

**1. Course Details**

- 1.1 Course Title: Studio 2 – Land and Real Estate Markets (6 credits)
- 1.2 Course Number: RECO1019
- 1.3 Course Teacher (Coordinator): Dr. Tas Yong Koh  
 Facilitators: Prof, K.W. Chau, Dr. Katherine Y. Deng, Dr. Tas Yong Koh, Dr. Michael Wang, Dr. Jin Zhu, Dr. Rosman Wai
- 1.4 Course Meeting: Semester 2

**2. Course Description:**

**2.1 Syllabus:**

Land conversion process, in particular the land and real estate market.

**2.2 Description:**

The aim of this course is to develop students' ability to solve authentic problems in the land conversion process. This can be translated into a set of learning outcomes, which are stated in sections 3 below.

Problem-based learning is the primary pedagogy because many of the problem-solving skills (thinking, learning, teamwork, and communication) are best acquired not through passively listening and remembering, but through engaging with ill-structured or open-ended problems. The role of teachers, which are actually "facilitators," is to support this learning process by stretching students' thinking through encouragement and intervention. Facilitators can offer minimal guidance as necessary. For more technical problems, experts in the relevant field may be invited to give a lecture to the whole class.

Throughout the course, students shall be motivated and engaged by assuming a specific role, such as a developer, to tackle real-life problems. Problems can vary from year to year, but are generally designed so that students are exposed to the land and real estate market of a district. The broader issues in this studio course will set the context for students to make deeper inquiries in the next studio courses.

### 3. Learning Outcomes

1.	Students are able to apply learned theories or methods to a particular problem and acquire new knowledge through self-directed and collaborative learning.
2.	Students are able to develop capability in self-directed learning in the particular areas of knowledge acquisition, collaboration and time management.
3.	Apply the basic principle of problem-based learning with problem-solving skills by presenting ideas to other students and teaching staff (called <i>facilitator</i> ) in weekly Studio meetings. Students are also able to apply and practice negotiation skills among their studio group members in arriving at the group's proposed solution to the problem posed.
4.	Conduct an in-depth background study on various issues pertaining to the real estate and land markets and to present the findings through written documents (e.g. written reports) and visuals (e.g., tables and graphs, geographical location diagrams, outline zoning plans, pictures).
5.	Articulate their ideas on proposed problem solution through presentation in the presence of their teammates, other students and the facilitator by creating presentation materials that include e.g. graphic images, infographic or short video clip.
<p>Specifically, students who have completed this studio course should possess the following attributes:</p> <ol style="list-style-type: none"> <li>1. Articulate in making an argument or opinion verbally, graphically and in text;</li> <li>2. Ability to absorb, collate, organise and summarise the views presented by students;</li> <li>3. Ability to lead the discussion and to create an interactive and collaborative environment without dominating the dialogue;</li> <li>4. Ability to defend one's stance while showing willingness to accept other perspectives; and</li> <li>5. Ability to argue with substantiated logic and reasoning.</li> </ol>	

CiC related CLOs, these must match with CiC Certification form P.1

### 4. Teaching & Learning Activities

<p>As pointed out in section 2.2, this course adopts problem-based learning as the primary pedagogy. Learning is highly student-centred. Students will work in small groups and meet their facilitators every week according to the Studio Schedule. Attendance at studio meetings is compulsory. At pre-determined intervals, students will receive learning material (known as "Problem Scenario") developed by the facilitators and they have to work in a group to define, formulate, and solve the problems described in the scenario. There is no model answer to the problems. Students are free to explore different options and evaluate different arguments before they reach their final conclusions. Towards the end of a problem scenario, facilitators and students will give feedback to each other.</p>
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## 5. Study Load

<u>Activities</u>	
<u>Number of Hours</u>	
1. Small group discussion meeting:	24
2. Coursework:	66
3. Independent Study:	70
Total:	160

## 6. Assessment Tasks

Assessment is 100% by “continuous coursework assessment”, which has a number of components including (but is not limited to) assignments, reports, presentations, and performance in studio meetings. The exact requirement and weighting will be specified in the learning material. The final grade is an aggregation of all the outcomes and grades achieved.

Coursework 100%

## 7. Assessment

### 7.1 Assessment Standards

Student performance is assessed not just by how much a student knows (content), but also how well s/he can solve an authentic problem (skills). These are examples of content and skills:

#### Content

- clear purpose and logical structure
- accurate and relevant information
- arguments well developed and supported by analysis
- deep understanding of the subject (including limitations)

#### Thinking/learning/teamwork skills

- generation, elaboration and synthesis of ideas
- analysis and evaluation of alternative views
- curiosity, desire to learn and willingness to take risk
- fostering a constructive team climate with a clear common goal and respect for diversity

#### Communication skills

- appropriate tone/format/style for targeted audience
- good language skills (including body language if applicable)
- effective visuals
- follow word/time limits
- proper citation of references

### 7.2 Grade Descriptors **and** Marking Rubric **specifically for this course**

(N.B. If no other Grade Descriptors or Assessment Rubrics are provided here specifically for this module, the standard Departmental Grade Descriptors and Marking Rubric, from sections 7.3 to 7.5 below, will be used by default.)

### 7.3 Departmental Level Grade Descriptors

Excellent (A+, A, A-)	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent professional, organizational, presentational and problem solving skills.
Good (B+, B, B-)	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong professional, organizational, presentational and problem solving skills.
Satisfactory (C+, C, C-)	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair professional, organizational, presentational and problem solving skills.

Pass (D+, D)	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
Fail (F)	Demonstrate evidence of poor knowledge and understanding of the subjects, a lack of coherence, organization, or referencing, and answers are largely irrelevant. Work fails to reach undergraduate/master level.

#### 7.4 Departmental Level Assessment Rubric – Written Assignment

Grade	<p>WRITTEN ASSIGNMENT</p> <p>Depth and breadth of Coverage, critical elements, structure, language and conventions</p> <p>Assessing written literacy</p>
Excellent (A+, A, A-)	<p>All aspects were addressed and researched in great depth.</p> <p>Demonstrates a clear understanding of and the ability to apply and theory, concepts and issues relating to the topic.</p> <p>Able to clearly identify the most critical aspects of the task and adopt a critical and professional perspective.</p> <p>Excellent development of argument and offers a logically consistent and well-articulated analysis and insight into the subject.</p> <p>Draws widely from the academic literature, professional practices and elsewhere whilst maintaining relevance.</p> <p>All aspects conform to an excellent academic / professional standard.</p>
Good (B+, B, B-)	<p>Most aspects were addressed and researched in depth.</p> <p>Demonstrates a good understanding and some application of the theory and issues relating to the topic.</p> <p>Able to identify critical aspects of the task and adopt a critical perspective.</p> <p>Some evidence of analysis, supported by logical argument and insight into the subject.</p> <p>Draws on relevant academic literature, professional practices and other materials.</p> <p>Most aspects conform to a high academic / professional standard.</p>
Satisfactory (C+, C, C-)	<p>Most aspects were addressed and researched adequately.</p> <p>Demonstrates a good understanding of the theory, concepts and issues relating to the topic but limited application relating to the topic.</p> <p>Some argument presented showing some insight but not always consistent and logical.</p> <p>Draws upon an adequate range of academic literature, professional practices and other materials.</p> <p>Most aspects conform to an acceptable academic / professional standard.</p>
Pass (D+, D)	<p>Basic aspects were addressed and researched adequately.</p> <p>Demonstrates mainly description, showing basic understanding of the topic but no application.</p> <p>Little evidence of analysis but no clear and logical argument relating to the subject.</p> <p>Draws primarily upon textbook materials.</p> <p>Limited aspects conform to academic / professional standards.</p>
Fail	Basic aspects were superficial, inadequate or absent.



(F)	<p>Demonstrates limited understanding of the topic and draws conclusions unrelated to the topic.</p> <p>The written work is not of an academic / professional standard.</p> <p>Copying another person's work without acknowledgement.</p>
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### 7.5 Departmental Level Assessment Rubric – Oral Presentation with visual literacy

Grade	<p>ORAL PRESENTATION</p> <p>Depth and breadth of Coverage, critical elements, structure, language and conventions</p> <p><b>Assessing oral and visual skills.</b></p>
Excellent (A+, A, A-)	<p>The presentation was highly successful at communicating the essential elements of the topic to the audience.</p> <p>Concepts were thoroughly explained and clarified verbally and through the visual contents.</p> <p>The presentation demonstrated deep understanding on comprehension of the topic with the application of oral and visual skills to convey concepts of the topic.</p> <p>There was clear evidence of independent thought and reflection on the topic.</p> <p>The topic was covered in a highly professional and organized manner.</p> <p>The presenter displayed excellent verbal and visual skills and delivered a highly interesting, coherent presentation at an appropriate level for the audience.</p>
Good (B+, B, B-)	<p>The presentation was successful at communicating the essential elements of the topic to the audience.</p> <p>Most concepts were well explained and clarified verbally and through the visual contents.</p> <p>The presentation demonstrated sound understanding and comprehension of most aspects of the topic through the application of oral and visual skills.</p> <p>The topic was covered in a professional and organized manner.</p> <p>The presenter displayed good verbal and visual skills and mostly delivered an interesting, coherent presentation at an appropriate level for the audience.</p>
Satisfactory (C+, C, C-)	<p>The presentation adequately communicated most of the essential elements of the topic to the audience.</p> <p>Most concepts were adequately explained verbally and through the visual contents.</p> <p>The presentation demonstrated good understanding and comprehension of most aspects of the topic through the application of oral and visual skills.</p> <p>The topic was covered in an organized manner.</p> <p>The presenter displayed adequate verbal and visual skills and mostly delivered a coherent presentation at an appropriate level for the audience.</p>
Pass (D+, D)	<p>The presentation basically covered the main aspects of the topic.</p> <p>The presentation demonstrated basic understanding and comprehension of most of the topic verbally and through the visual contents.</p> <p>The topic was covered in a basic manner.</p> <p>The presenter displayed minimal standards of verbal and visual skills and or coherence an organization.</p>
Fail (F)	<p>The presentation was poorly addressed and/or concepts were inadequately explained.</p>

	<p>The presentation did not demonstrate sufficient understanding and comprehension of the topic</p> <p>The topic was not covered acceptably and/or was poorly organized</p> <p>Verbal and visual skills were inadequate.</p>
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## 8. Readings

These are background readings only. Students are expected to carry out their own research and consult their facilitators as needed.

- Baum, A. (2015) *Real Estate Investment: a strategic approach*. New York, NY: Routledge.
- Geltner, D., Miller, N. G., Clayton, J., & Eichholtz, P. (2007). Chapter 6 - Real Estate Market Analysis, *Commercial Real Estate Analysis and Investments*, 2nd. Edition. Mason, Ohio: Thompson South-Western.
- GovHK (2016, June) *Buying, Renting, Selling & Letting Property*. Retrieved from <http://www.gov.hk/en/residents/housing/private/?/buying/>
- Lai, L. W. C., Ho, D. C. W. & Leung H. F. (2004). *Change in Use of Land: a practical guide to development in Hong Kong*. Hong Kong: Hong Kong University Press.
- Li, L. H. (2006). *Development Appraisal of Land in Hong Kong*. Hong Kong: Chinese University Press.
- Moss, P. (2005). *Building Hong Kong*. Hong Kong: FormAsia.
- Nissim, R. (2016). *Land Administration and Practice in Hong Kong*. Hong Kong: Hong Kong University Press.

## 9. Teacher's Contact

Coordinator / Facilitator: Dr. Tas Yong Koh  
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Facilitator: Dr. Rosman Wai

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### **A Note on Referencing and Plagiarism**

Other people's work should be referenced properly. The preferred system is the Harvard system of referencing. Other standard systems, such as the APA 6<sup>th</sup> and Chicago system, are also acceptable.

The absence of proper referencing may result in plagiarism, which is unacceptable in your coursework.

The University guidelines on plagiarism are available at:

<http://www.hku.hk/plagiarism/page2s.htm> and <http://www4.caes.hku.hk/plagiarism/>

Sem 2: 16.01.2023 (Mon) – 29.04.2023

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Weeks Beginning	16/1/2023	23/1/2023	30/1/2023	6/2/2023	13/2/2023	20/2/2023	27/2/2023	6/3/2023	13/3/2023	20/3/2023	27/3/2023	3/4/2023	10/4/2023	17/4/2023	24/4/2023	1/5/2023
Project																
MONDAY	Sem starts	Classes suspension period for Lunar New Year	PS1 - Page Two	PS1 - Progress meeting	PS1 - Report submission	Reading Week		PS2 - Page One	PS2 - Page Two	PS2 - Progress meeting			PS2 - Presentation	PS2 - Report submission		
TUESDAY	Studio Briefing, 2:30-3:20pm; PS1 - Page One, 3:30- 5:30pm															
WEDNESDAY																
THURSDAY																
FRIDAY																
SATURDAY																
SUNDAY																

First Day of Teaching: 16.01.2023 (Mon)

Last Day of Teaching: 29.04.2023 (Sat)

<sup>1</sup> PS1: Problem Scenario 1

Class Suspension Period of the Lunar New Year: 23.01.2023 (Mon) - 28.01.2023 (Sat)


Revision Period: 01.05.2023 (Mon) - 06.05.2023 (Sat)


<sup>2</sup> PS2: Problem Scenario 2


Reading / Field Trip Week: 06.03.2023 (Mon) - 11.03.2023 (Sat)

Assessment Period: 08.05.2023 (Mon) - 23.05.2023 (Tue)

\*\*University Holiday: 16.03.2023 (Thur)

 **Oral literacy**: In these sessions, students will apply the basic principles of problem-solving skills when presenting ideas to other students and teaching staff during the Studio meetings, as well as in the more formal presentation of their findings at the end. Students learn to enhance their oral skills through constant practice of discussions through the structured weekly studio meetings with their peers, guided by teaching staff as facilitator. They will learn oral skills such as the use of good language skills, including body language, and convey a message in a highly professional and organised manner.

 **Written literacy**: In these sessions, students learn to conduct an in-depth background research on various issues pertaining to real estate and land markets. They will also learn to write professional reports with appropriate language and organisation through facilitator-guided review of sample professional reports with well-structured arguments.

 **Visual literacy**: In these sessions, students will learn to present their findings through visual formats such as preparation of interactive powerpoint files, floor plan, building designs, marketing brochure and interactive website to disseminate information to their peers and the facilitator. In-class discussions, facilitator and peer feedback will enable students to learn visual skills such as the ability to communicate concepts visually and appropriate to the audience, ability to choose appropriate media to communicate visual information, and ability to create visual media with appropriate language, format/layout, etc.

Students undertake research tasks and present their findings through oral, written and visual means (visual presentations and reports) in weekly meetings. Feedback is provided on the presentations by the teacher and peers and this is where the literacies are learned. The teacher provides feedback on each written report, which the students are expected to act on for later reports.



## Preamble

This is the learning material for *Studio 2*, a course for Year 1 students in semester two [new cohort with the revamped BSc(Surv) curriculum]. The aim of this course is to develop students' ability to **solve authentic problems in the land conversion process**. This can be translated into four learning outcomes. First, students are able to apply learned theories or methods to a particular problem and acquire new knowledge through self-directed and collaborative learning. Second, students are able to analyze a problem and evaluate different solutions through critical and creative thinking. Third, students are able to justify their own solution and communicate it to others effectively. Fourth, students are able to develop capability in self-directed learning in the particular areas of knowledge acquisition, collaboration and time management.

*Studio 2* adopt **problem-based learning** as the primary pedagogy – many skills mentioned above (thinking, learning, teamwork, communication and time management) are best acquired not through passively listening and remembering but through engaging with ill-structured or open-ended problems. The role of teachers, which are called “facilitators”, is to support this learning process by stretching students' thinking through encouragement (e.g. when students lack confidence) and interference (e.g. when students are complacent or astray). Facilitators can give minimal guidance as necessary (e.g. by posing questions or providing additional learning resources) but should never solve the problem for students. When a problem is more technical in nature, experts in the relevant field may be invited to give a lecture to the whole class. Facilitators are rotated with each new scenario with two new student groups. Outgoing facilitators should alert the incoming ones to any personal/group issues identified (e.g. unusual group tension).

For the studio's task, students are motivated and engaged by assuming a specific role, such as a developer, to tackle authentic problems. Problems can vary from year to year but are generally designed such that students are exposed to a) the **land and real estate market of a district** in *Studio 2* and b) **development and construction issues of a site within the district** in *Studio 3*. The broader issues in *Studio 2* therefore set the context for students to make a more focused inquiry in *Studio 3* with a narrower scope down to a project-level analysis.

For the 2022-23 academic year, in *Studio 2*, the locality of **San Po Kong** is selected because of the changes that are taking place in and at the vicinity of the area mainly as a result of the MTR Shatin to Central Link line, urban renewal initiatives at the Kowloon City District and the nearby mega scale Kai Tak Development Area. Two “problem scenarios” are set for *Studio 2*. Problem Scenario 1 provides an introduction to the real estate market for students to understand the market mechanism and conduct some basic analyses. Problem Scenario 2 deals with land use issues. Only context-specific information is given so that students are free to explore different options and evaluate different arguments before reaching final conclusion. Since there is no model answer to the problems, facilitators have to be open-minded to accept multiple solution paths.



Students work in small groups and meet their facilitators every week (virtually through online webinar when required). Attendance of studio meetings is compulsory. If students plan to carry out research involving human participants (e.g. a questionnaire), they must apply for relevant ethical clearance first. Towards the end of a problem scenario, students submit their “product” in a prescribed format (e.g. a report) for grading. [Grades](#) include A+ to A- (excellent), B+ to B- (good), C+ to C- (satisfactory), D+ to D (pass), and F (fail). Facilitators should stay alert for [plagiarism](#), which is a serious academic offence. The final week of a problem scenario is set aside for facilitators and students to give feedback to each other. After this, facilitators are rotated to another groups and a new problem scenario starts.

Student performance is assessed not just by how much a student knows (*content*) but also how well a student solves an authentic problem (*skills*). The latter is not always easy to assess from the product alone, so students’ learning process also forms part of the assessment known as **continuous assessment**. Basically, facilitators observe the performance of students in weekly group meetings and, at the end of a scenario, give a grade to each student. Sometimes, meeting observations may not be the best means to assess skills, especially when students do not speak much. Facilitators may also consider using other supplementary tools, when deemed necessary. In addition, [peer evaluation](#) may be used by group that encounters internal conflicts should the group deems the mechanism necessary (e.g. to identify key contributors and free-riders). A peer assessment form is always available on Moodle for students and they should be reminded that the form is not only for the end of the semester, and should they find recurring problems among themselves, they need to alert their facilitator immediately.

To sum up, a facilitator has to grade two to three assessment tasks – continuous assessment, a written report (or a visual product), and a presentation – in each problem scenario. For continuous assessment, grades are given to individuals. Facilitators are expected to assess content, thinking, learning, and teamwork skills as well as communication skills. For the written report (or the visual product), a grade is given to the whole group. Facilitators are expected to assess both content and communication skills. Assessment of presentations is similar to that of visual products, except that students are individually graded for their communication skills. Facilitators are free to develop their own assessment rubric based on the meaning of content and skills shown below. Grading consistency across facilitators is primarily maintained by the rotation mechanism. The studio coordinator may also moderate the grades as needed.

Content	Thinking/learning/teamwork skills	Communication skills
<ul style="list-style-type: none"><li>• clear purpose and logical structure</li><li>• accurate and relevant information</li><li>• arguments well developed and supported by analysis</li><li>• deep understanding of the subject (incl. limitations)</li></ul>	<ul style="list-style-type: none"><li>• generation, elaboration and synthesis of ideas</li><li>• analysis and evaluation of alternative views</li><li>• curiosity, desire to learn and willingness to take risk</li><li>• fostering a constructive team climate with a clear common goal and respect for diversity</li><li>• distributed leadership</li></ul>	<ul style="list-style-type: none"><li>• appropriate tone/format/style for targeted audience</li><li>• good language skills (incl. body language if applicable)</li><li>• effective visuals</li><li>• within word/time limits</li><li>• proper citation of references</li></ul>



Mark Distribution for Problem Scenario 1 and 2:

Problem Scenario One (PS1)

Written Report: 60%

Continuous Assessment: 40%

Problem Scenario Two (PS2)

Written Report: 40%

Presentation: 20%

Continuous Assessment: 40%



## Problem Scenario 1 – Page One

Bowlin Wong, a recent graduate of BSc(Surveying) from the University of Hong Kong, has joined the property development division of Nutri-Food Global (NFG) Inc. as a property development trainee. Bowlin initially found it confusing when responding to the company's advertisement noting that the post was advertised by an international canned food and drink company! Although some of his questions were answered in the two interview sessions, confusion remains even after he was offered the job.

Today is Bowlin's first day at work and he is told he will be working under NFG's Property Development Manager Canny Li. He is now outside the development manager's office waiting for his turn to be briefed by the manager. Bowlin does not know what to expect so he looks outside the window to enjoy the harbour view while waiting to be called. Suddenly he hears "Mr. Wong, come into the office. It is your turn now." He thinks that must be Canny Li in the room.

"You see Mr. Wong . . . err . . . can I call you Bowlin? You can call me Canny." "Yes, please!" "You see Bowlin, you must be wondering why a canned food and drink company is interested in running property development business? Well, it is our company's diversification strategy. NFG has been doing very well for many years and we now decide that with the capital accumulated, we are ready to get into Hong Kong lucrative property development market. We even have an industrial building in Kowloon, in San Po Kong. The company's Chairman, my dad, is contemplating of setting aside HK\$1 billion for this portfolio to begin with and asks me to look after this portfolio. But there is one small problem. I know a great deal of canned food and drink business but know close to nothing on property development. The property in San Po Kong was built by my dad many years ago even before I was born. That's why I hired you to help me with this."

"I see. So Canny how do you want me to help" "I have to tell my dad and a few of NFG's board members in the next few days of my thoughts on property development portfolio that has been assigned to me. Why don't you do a little research to find out if I have HK\$1 billion, what types of property can I develop? And indeed, besides development cost, what are the important factors in property development in Hong Kong?"

Looking at her watch, Canny says "You can go now. Let me know in two days what you have found. I need to get back to my canned food and drink operations now. I am still the General Manager of NFG you know, not only Property Development Manager of the company. You see I am multi-talented!" Bowlin thinks to himself "Ya, if you say so!"





## Problem Scenario 1 – Page Two

Bowlin has done his due diligence and briefed Canny of what she had asked him to research. Although Bowlin is confident of his real estate knowledge and communication skills (thanks to his studio classes throughout the four years surveying undergraduate study!), he is not sure if Canny fully grasps what he has told her. After all, “these people are only selling canned food and drink!” Bowlin thinks to himself. Just when Bowlin is thinking of some canned food advertised on NFG website, he hears Canny from the phone on his desk “Bowlin, my office please!”

“My dad, the board members and I had a discussion the other day. I told them a few things about property development that I learnt from you. They were interested in what I told them and we had some discussion on some of the issues. Now, first thing first . . . in all the property types that you mentioned, we want to focus on developing residential and office property. They asked me several questions following from what we had decided to develop but unfortunately I didn’t have any answers for them. You know I am new to property business!”

“Well, what is it that they want to know?” Bowlin asks. “Quite a few things actually. If we are to develop residential and office property, what are the factors that might affect the development of each of these property types? What indicators we should be looking at under each factor? And how do we use these factors to help us make a development decision . . . some kind of framework or something? And indeed, what are the mode of development possible?”

“Yes Canny, it seems like the seniors are serious about the property development business. Let me do some research and provide you with a report to answer their questions. When do you want the report?”  
“Great, as soon as possible!”

### Assignment :

A group written report, with a maximum of 4,000 words including abstract and tabulated data to be handed in by 1:00pm, 13 February 2023 (Monday) (references and appendices are not counted, but must be reasonable. It should be noted that appendices do not form part of the contents and hence the facilitator has the discretion of not assessing them)  
No excessive market data on the real estate market are needed.



## Problem Scenario 2 – Page One

A few weeks have passed since Bowlin Wong submitted the residential and office property development report to his boss Canny Li. Bowlin wonders how Nutri-Food Global's (NFG) management team thinks about the report he prepared. He is especially interested in Canny's opinion on the report. Just when he is browsing the report on his computer, Canny appears from the entrance of the office walking towards his desk with a wicked expression on her face. "Oh no, something is wrong with the report?" Bowlin thinks to himself.

"Come Bowlin, let's go for a ride." "Where to? It is too early for lunch." "Who say we are going for lunch? I am taking you to our industrial building in San Po Kong and while we are there, I want to drive around that area to look for opportunity to develop our property. My dad said since we have a property there, why don't we start from that area?"

On the way to NFG's industrial building at San Po Kong, Canny makes a detour and drives around Kowloon City, San Po Kong and Kai Tak Development Area. She sees some old industrial buildings (including their own building), bus depot, hotels, both new office buildings and those under construction, several residential building construction sites, schools, etc. "Wow, look Bowlin, there is a car repair garage right next to an eatery and a small office building. This place is interesting! Surely I can find development opportunity for our property here. Don't you think so Bowlin?" "Ya . . . I . . . think so." "Come on, cheer up. Let's start by looking for a piece of land in this area. You see as we drive around, I notice there are quite a few pieces of land parcels under construction. I wonder how these people get the land? How do they know which pieces of land are available? Indeed, with these many different types of building we have come across, does that mean once we get a piece of land, we can build any type of building we want on that piece of land? What do you think, Bowlin?"

"Oh, no, Canny. It is not that straightforward." "No? How is that so? Tell me about that later when we get to our building at San Po Kong." Canny says while driving past Kai Tak MTR station.



## Problem Scenario 2 – Page Two

It is Friday morning and Bowlin is back in the office. He is thinking of a few things that took place last week – the visit to San Po Kong with Canny, what they had seen along the ride in that area, NFG's industrial building, the issues on land and land uses, Canny's car . . . when suddenly a voice from his desk phone interrupts his thoughts "Bowlin, my office now!"

"I have been thinking about the land matters you told me last week. I talked to my dad last night over dinner. He is quite upbeat about that area. Never mind about the car repair shops in the area, my dad is quite excited about the prospect of the area, especially with the opening of the MTR line and the stations in the area. According to him, there are also some other developments in that area. No wonder he asked me to start our property development in San Po Kong or the nearby areas!" Canny appears excited. "Yes, so?"

"Remember a few weeks ago we talked about developing residential and office building, right?" "Yes, so?" "Now, I have been thinking . . . we have seen the change of land uses in San Po Kong last week when we were there and now with these new developments in that district, I think developing something there is a good idea. But how is it a good idea is something that I need you to advise me before, again, I talk to my dad and other board members." "Ahm, I see." Bowlin thinks to himself.

"Why don't you study the district that includes San Po Kong and the areas around there and see with the trends of changing land uses, current zoning, local characteristics, government initiatives, and so on, which is the more suitable type of property for us to develop – residential or office property in San Po Kong?"

"Ya, okay" Bowlin replies. "And give us a report of what you have found and which type of property to develop . . . and yes, since the seniors do not like to read long report you just organise the main points in the report and do a presentation for them. Of course, I will be there to support you."

### Tasks :

#### 1. Group Presentation

Oral presentation: Each group presents its report for a maximum of 30 minutes on 21 April, 2023 (Friday) followed by Q&A (exact format to be determined by the respective facilitators)

#### 2. Group Report

Words limit: a maximum of 4,000 words including abstract and tabulated data to be handed in by 1:00pm, 24 April 2023 (Monday) (references and appendices not counted, but must be reasonable. It should be noted that appendices do not form part of the contents and hence the facilitator has the discretion of not assessing them)